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THE WORK OF A SOUTHERN SCHOLAR.¹

Among the races who have left the deepest impress of their individuality on the American character is the Scotch-Irish. In their settlements they did not enter the Chesapeake or the Massachusetts Bay or the mouth of the Hudson River; it was along the waters of the Delaware Bay and River that they made their homes. The northern part of Delaware, southeastern Pennsylvania, and western and central New Jersey received the earliest and largest portion of this emigration. From the banks of the Delaware River as centre they spread, chiefly West and South, through southern Pennsylvania; some went across the Potomac up the Shenandoah Valley into the highlands of Virginia and thence to the Carolinas; some from these States crossed the Alleghanies into Kentucky and Tennessee and on to the Southwest; others passed directly from the original home to western Pennsylvania, to Ohio, and thence afterward further beyond. Their faith was in the main Presbyterian. They were keenly alive to the best educational interests, the necessity of a classical education and the study of the Holy Scriptures in the original. Wherever they went they established schools. The pastor of a congregation was also teacher. He assembled the youth around him for instruction, and, in turn, often made preachers of them. This was the beginning of the "log colleges" in Pennsylvania: even of the University of Pennsylvania and Delaware College in part; of Princeton, near the centre of the original settlements and always the leading, as it was the first, Scotch-

¹ "Congressional Government, A Study in American Politics;" by Woodrow Wilson. Boston: Houghton, Mifflin & Co., 1893. "The State; Elements of Historical and Practical Politics;" by Woodrow Wilson. Boston: D. C. Heath & Co., 1890. "Epochs of American History; Division and Reunion, 1829-1889;" by Woodrow Wilson. New York and London: Longmans, Green & Co., 1893. "An Old Master, and Other Political Essays;" by Woodrow Wilson. New York: Charles Scribner's Sons, 1893.

Irish institution; furthermore, of Dickinson, Jefferson, and Washington Colleges in Pennsylvania, of Washington and Lee and Hampden-Sidney in Virginia; of the State University and Davidson College in North Carolina; of Washington, Greenville, Tusculum, Blount, Maryville, and Cumberland Colleges in Tennessee; of Transylvania and Centre in Kentucky, and of the University of Ohio and Miami in the Northwest. The strenuous logical mind and rugged strength of character, that was often carried to extremes of austerity and sternness through the practical application of Calvinism to matters of daily life, and intensified by inherited traits and education, became almost race characteristics. Great theologians, who were at the same time great teachers and forcible speakers, were the especial product of this training. Nor did they eschew politics. From the settlement of this stock in the Carolinas sprang Andrew Jackson as well as his great opponents on nullification, Calhoun and McDuffie. John C. Calhoun, indeed, stands as the highest exemplar of this race in extreme logical vigor and relentlessness of philosophic speculation addressed to political methods and not to theology. To the present writer it is more than a fancy, it is a conviction, that these racial characteristics can be traced in the subject of this paper, Mr. Woodrow Wilson, whose Scotch-Irish ancestry bequeathed to him much of the logical reasoning power and of other marked characteristics of this sturdy race. It is therefore worth while first to glance at the career of his father, who is still living.

Joseph Ruggles Wilson was born in Steubenville, Ohio, in 1825, and was a son of the Hon. James Wilson, a prominent Whig politician, member of the Legislature, judge, editor, and proprietor of a paper which was in those days of great power in all that western country, the *Steubenville Herald*. James Wilson was born in County Down and his wife, Anne Adams, in Londonderry. The son went to Jefferson College, in Canonsburgh, Pa., and was graduated in 1844, at 19 years of age. Jefferson College, like its sister,

Washington College, with which it has been associated since 1865, is remarkable for the number of preachers it has turned out—a general characteristic of Scotch-Irish institutions. From a total of 1,950 names in the general catalogue of 1889, 940, or nearly fifty per cent., have become ministers, 428 lawyers, 208 physicians. All other classes number 374. Trained in this atmosphere, the young man very naturally directed his attention to theology. He studied one year at the Western Theological Seminary, in Pittsburg, and two years at the Princeton Seminary. He was licensed to preach in 1848 by the Presbytery of his native place, Steubenville, and his ordination was solemnized in 1849 by the Presbytery of Ohio. Two weeks before, like many another ministerial candidate, he was married. His wife was Miss Jessie Woodrow, daughter of the Rev. Dr. Thomas Woodrow, a Scotch Presbyterian minister who seems to have come over with his family from England to America. A son of Dr. Thomas Woodrow was later also a student at Jefferson College and became the well-known Dr. James Woodrow, of the Presbyterian Theological Seminary, in Columbia, South Carolina, who was tried for his opinions regarding the Creation. Dr. Woodrow is now President of the South Carolina College in Columbia.

After his marriage and ordination, Joseph R. Wilson spent the first two years of his ministry as pastor of a small church in Pennsylvania at Chartiers, and then accepted the professorship of natural science in Hampden-Sidney College, Virginia. This call removed him to the South in 1851, and so determined his future field of labor. The college was the leading institution in southside Virginia, founded by a liberal minded and patriotic people in 1775, just before the outbreak of the Revolution, and, after William and Mary, the oldest college in Virginia and therefore in the South. The President at this time was Dr. Lewis W. Green, an eloquent Kentuckian, who had been professor in the Theological Seminary at Pittsburg, and probably had known young Wilson there. Under Dr. Green's adminis-

tration the college was in most flourishing condition, having about one hundred and fifty students at each session — men of high character and standing, as proved by their later lives. Ex-Governor McKinney, of Virginia, the present President of Hampden-Sidney, other members of the Board of Trustees, and several prominent ministers of the Presbyterian Church, were students in Prof. Wilson's classes, and all report the warmest expressions of opinion of him at that time both as a teacher and as a man. Of course, "natural science," as taught in our colleges in the early fifties, was a popular expository subject with simple apparatus rather than a series of practical and exhaustive investigations of knowledge. The chair which the young professor was filling at Hampden-Sidney was the same the noted scientist, John William Draper, had held; and the curious apparatus with which Draper was said to have taken the first sun-picture in America was still there. So rapid has been the progress of photography in America, both as an art and as a science! Dr. Green afterwards removed to his native State, where he was successively President of Transylvania University and of Centre College, but he is best known, perhaps, to the generation of to-day as the father of the wife of Vice-President Stevenson, who was a student at Centre College. Besides his family, he seems to have taken with him to Kentucky the germs of a second edition of the "Anaconda" Club, as the housekeepers at Hampden-Sidney had named a well-known literary association, in existence from time immemorial, from the notoriously voracious appetites of the members which were as exhaustless as their discussions.

It was not, however, under these happy conditions at Hampden-Sidney that Woodrow Wilson was born, but in Staunton, Virginia, whither his father, after a four years professorship, had gone as pastor of the First Presbyterian Church in 1855. Here the father remained two years, the son being born meanwhile in the year 1856. He was named Thomas Woodrow, after his mother's father, and on

the pages of the catalogue of the University of Virginia as late as 1881 the name was still "Thomas Woodrow Wilson," but it was simplified soon after.

The boyhood and early manhood of Woodrow Wilson was spent in different spots, for ministers and the families of ministers know what it is to remove from charge to charge, and from old associations to new. In many respects this change of scene and influences was doubtless an advantage. In 1857 the father accepted a call to Augusta, Georgia, and remained there all through the war, and, indeed, until 1870. Then for four years (1870-'74) Dr. Joseph R. Wilson was professor in the Theological Seminary at Columbia, where his brother-in-law, Dr. Woodrow, had been located since 1861. Woodrow Wilson was, therefore, in South Carolina from his fifteenth to his nineteenth year. About this time he must have gone as a raw student to Davidson College, North Carolina, the Presbyterian institution for both Carolinas. Probably enough, he had received in his early years close instruction under his father's immediate guidance. He seems to have entered later upon college life than most students, and there can be little doubt that this is one of the chief reasons for the maturity of powers recognized in his undergraduate years, entirely apart from his undoubted natural gifts and inherited traits. However, it was not everyone who was able to discern promise of distinction in the fresh inexperienced student. One of his former professors at Davidson was once heard to remark informally: "Well, I never supposed that that young fellow would ever do anything worth talking about." In 1874 his father removed to Wilmington, North Carolina, to become the pastor of the Presbyterian Church, and remained in that city for the next eleven years. In 1885 he went to Clarksville, Tennessee, as professor in the Theological Seminary, but has since given up that position.

Wilmington and North Carolina were the places of registry of Woodrow Wilson while a student at both Princeton and the University of Virginia, for he soon left Davidson to

attend the oldest and greatest Presbyterian college in the United States at Princeton. Here he graduated in the class of 1879 with the degree of A.B. Despite its ultra-conservatism in college circles, Princeton has always been distinguished for encouraging the literary spirit among its students. In the literary training he received, both in the literary society halls and through the medium of the college magazine, the *Nassau Literary*, the powers of the young student had full opportunity to mature and ripen.

The autumn following upon graduation found him a student of law at the University of Virginia, the great Southern school of the day. The law department of this institution has been directed since 1845 by one mind, Mr. John B. Minor, as professor of common and statute law. Wilson was in his law classes for a session and a half, and the teacher's influence upon his work is unmistakable. Any one familiar with Mr. Minor's text-books on the law, with the precision which marks them and the logical summaries and detailed index prefaces with which they are provided, will detect similar qualities in the work of his brilliant pupil. For instance, prefixed to his volume on "The State" are thirty-six pages of outline indicating the table of contents and presenting to the eye the relations each part bears to the other.

Reference to these incidents and impressions of college and youth needs no excuse. It is in these that one finds the incidents that go towards making the scholar and the future man. Already he had won distinction as an essayist in his last college year, for while the first literary medal was awarded to an essay on "John Randolph of Roanoke," two other pieces were signallized with equal commendation, either of the two taking second place without distinction, and both from the same hand, that of Mr. Woodrow Wilson. They were two articles on the English statesmen, "John Bright" and "William Ewart Gladstone." The authors had been unknown except to a few personal friends. It came out that the writer of the article on Randolph was

Mr. Bruce, whose boyhood had been spent in the immediate neighborhood of Randolph's home, and who was able to amass and incorporate fresh traditions about this most eccentric of characters. One is happy to record that both these gentlemen are fulfilling in their respective spheres the high promises set for them.

Particular attention has been called to these seemingly unimportant incidents of college life for a special purpose. It must be remembered that at this time Mr. Wilson was a comparatively mature young man of twenty-four. In the author of the essays on John Bright and Gladstone there is clearly foreshadowed the future writer of "Congressional Government," the earliest, the most striking and most popular of his books. The essays on Bright and Gladstone appeared in the *Virginia University Magazine* in 1880. The volume on "Congressional Government" was published four years later, 1884-5. There is the same hearty admiration of English forms of government, inherited, possibly, in part from his name-sake, his maternal grandfather, to be found in the earlier productions as in the latter. There are the germs of the same belief that the English system of responsible government by a ministry, which may be called upon by a vote of lack of confidence to resign, is superior to the irresponsible and impersonal government by congressional committees; that the Speaker of the American House has too absolute a power over legislation in forming the complexion of these committees; that a brilliant man, however capable, unless placed upon a particular committee, can find little or no opportunity to display his powers and influence legislation for the State; that, through the trend of events, the lower house of our Congress is but a body to ratify or reject or slightly modify committee work, but not to legislate in the largest sense. This is the burden of his later analysis in "Congressional Government." The same note was struck clearly while he was a student of law at the University of Virginia. Indeed, it was struck even earlier, and it has been sounded more than once after-

wards. For in the summer of Mr. Wilson's graduation from Princeton (1879) there appeared an article in the August number of *The International Review*, entitled "Cabinet Government in the United States," by the new alumnus. It contains the essence of this idea of responsible government by a cabinet who could have a voice on the floor of the House and direct and shape legislation. Mr. Wilson has been the especial champion before the public of this idea which Mr. Gamaliel Bradford, in the *New York Nation*, took hold of and emphasized so vigorously.

Woodrow Wilson returned to the University of Virginia to complete the law course of two years, but he left before the session ended without taking his degree in law. Singularly enough, some of the men with whom he most closely affiliated as students have in their later career displayed somewhat similar interests in literary and historical pursuits. Contemporary associates in his own Greek letter society were Drs. Dabney and Kent, professors of history and English literature respectively in the University of Virginia, and Professor Trent, of the chair of English and History in the University of the South.

Perhaps from the fact that he had spent so much of his early life in Georgia, and because Atlanta was then regarded as a rapidly growing city with a fine future—"the Gate City of the South"—upon leaving the University young Wilson entered upon the practice of law in Atlanta. It is said he did not make a success of it; but apparently, for no other reason than that he soon left a beginner's struggling practice for the more congenial pursuit of the student in the history of institutions, a predilection already clearly manifest in his early work. No doubt, too, his preferences and habits of mind fitted him far more for a consulting lawyer than for a shrewd successful jury pleader. It was, beyond question, innate interest and the force of an unerring instinct of his peculiar fitness that led him to take the step he now decided upon.

The Johns Hopkins University had opened its doors in

revolutionary in all our American institutions. It forced Harvard, and Yale, and Columbia, and Cornell, and Michigan, and Pennsylvania, to stress and develop their post-graduate courses, and leave the undergraduates to instructors, or to whom it pleased Providence. It created the atmosphere that later rendered possible institutions like Clark and Chicago and Stanford Universities. In 1882, the year after young Wilson left the University of Virginia, Professor Herbert B. Adams began his courses in history at Johns Hopkins, and opened his Historical Seminary. A year or two later the Bluntschli library was brought over from Europe for the young university, to serve as a nucleus for larger gatherings in the field of political science. The great fact to be marked is that the history of American institutions was now studied virtually for the first time in our own country in a systematic and scientific manner. Numbers of bright young men from all parts of the country flocked to Baltimore to take the advantages offered. Young Wilson, alert to every intellectual stimulus, and primarily a student of organism and life and the evolutions of institutions and government, closed his law office, proceeded to Baltimore, and entered Professor Adams' classes. He drew plentifully from the inspiration that filled the university. Perhaps, its most important work and that producing the richest results, has been just along these lines in dealing with our home material and studying home conditions and home institutions. Of all the young doctors in the School of History and Political Science that Johns Hopkins has turned out, who have reflected full credit upon their *alma mater*, perhaps the best known are Albert Shaw, editor of the *Review of Reviews*, Professor Jameson, of Brown, and Woodrow Wilson. The latter was already a Fellow in History at the Johns Hopkins in 1884, the year of his work on "Congressional Government." Before receiving his Doctor's degree, he was elected in 1885 Associate, and a year later, Associate Professor in History and Economics in Bryn Mawr College, near Philadelphia. This was the

newly opened school under the control of the Friends, for giving opportunities of advanced work to women, and was the only institution for the higher education of women which followed in its methods the German university instead of the English and American college. In almost every point it was modeled after the Johns Hopkins University for men, likewise the first instance of German university ideals transferred to American soil. Bryn Mawr was supplied in its teaching force, in a large measure, by graduates from Johns Hopkins. The new Professor had here free opportunity for mapping out and working up advanced and special courses which should prove the basis of future work. His volume on "Congressional Government," as stated, had already appeared. He was formerly invested with the title Ph. D., by the Johns Hopkins in 1886, and was so much appreciated by that university, that he was placed on its regular staff of lecturers. A year later, 1877, the Baptist institution for North Carolina, awarded him the honorary degree, LL.D. After three years at Bryn Mawr he accepted, in 1888, a call as Professor of History and Economics, to the Wesleyan University, Middletown, Connecticut, the oldest Methodist college in the United States. In the meantime he had married Miss Axson, of Rome, Georgia, the daughter and granddaughter of Presbyterian divines. To his wife is dedicated his next volume on "The State," published in 1890.

Mr. Wilson remained in Connecticut two years, adding fresh laurels as a scholar and teacher to those he had already won. At the end of that time, his *alma mater*, the College of New Jersey, in Princeton, called him back to herself as Professor of Jurisprudence and Political Economy. His immediate predecessor had been a Connecticut scholar, Professor Alexander Johnston. It was an honor to succeed a man who had made a splendid name for himself in such short time by his concise utterances and clear expositions in the department of American History and Polity, both in Lalor's Political Encyclopædia, in the Encyclopæ-

dia Britannica, and in his own widely studied "American Politics," but who had, unfortunately, been cut off in the midst of his great promise. Nor could the mantle have fallen upon worthier shoulders. Indeed, for grasp of fundamental ideas, and the recognition of threads of organic law running throughout all history, in short, as a philosophic historian, Mr. Wilson seems his superior. In grace and neatness of finish, Professor Johnston will best bear the comparison.

The positions Mr. Wilson now holds are these: he is Professor of Jurisprudence and Political Economy at Princeton: he is Lecturer of Constitutional Law in the New York Law School, New York City; and he is Lecturer in the Science of Administration (giving twenty-six lectures annually) in the Johns Hopkins University in Baltimore. He thus reaches and influences a wide circle of hearers. His readers are still more numerous, as he is a frequent contributor to current periodicals. He is especially a favorite in the pages of the *Atlantic Monthly* and the *Forum*. A partial list of his most important earlier magazine articles is given in the publications of the American Historical Society for the year 1892. The topics all show the trend of his writing and thought: they are upon problems and questions in political and governmental science.¹ It is the reproduction of some of these with added material that constitutes his recent volume, "An Old Master, and Other Political Essays." The "Old Master" is Adam Smith.

¹ "Cabinet Government in the United States," *The International Review*, August, 1879. "Committee or Cabinet Government," *The Overland Monthly*, January, 1884. "Responsible Government Under the Constitution," *Atlantic Monthly*, April, 1886. "On the Study of Politics," *The New Princeton Review*, March, 1887. "The Study of Administration," *Political Science Quarterly*, June, 1887. "An Old Master," *The New Princeton Review*, September, 1888. "Bryce's American Commonwealth," *Political Science Quarterly*, March, 1889. "The Character of Democracy in the United States," *Atlantic Monthly*, November, 1889. "The English Constitution" (four parts), *The Chautauquan*, October, 1890, to January, 1891. "The Author Himself," *Atlantic Monthly*, September, 1891.

Two articles in the past year which appeared in the *Forum* deserve passing notice. The one in the February number discussed "A Calendar of Americans" and what constituted true Americanism. The author found this quality in Franklin, and in a different way in the real Washington, but not in Hamilton, nor in Madison, nor yet in Jefferson. But it was present in John Marshall and in Daniel Webster, though not in the great provincials, John Adams and Calhoun. He observes it in Andrew Jackson, clearly accentuated as a genuine product of the soil, while not of the most refined type. It was also in Henry Clay, and still more in Abraham Lincoln, a man, who, like Jackson, had sprung from the people, but was in every quality nearer the universal popular heart. So, too, true Americanism was in Grant, and also in Lee. All were different, but all were genuine American types.

In the September *Forum* Mr. Wilson writes the first of a series of articles on the American ideal in education which the *Forum* has undertaken to publish. These articles are to set forth the consensus of opinion of men educated under different scholastic systems, as to the truest educational ideals and the best means of attaining these. Mr. Wilson believes that only two things are absolutely essential in the education of the American citizen. For it is to American citizenship he would have him educated as the ideal. All other studies he thinks may be left as elective according to the various inclinations and predilections of different men; but, to be prepare for the duties of a citizen, the college course should give an acquaintance through all four years with the great works and highest thoughts of the masters of the language, and at least for the last two years the student should study his own institutions. Let him comprehend and appreciate the government under which he lives and by which he is protected; let him understand and be filled with the thought and inspiration of his own literature.

Two of his late volumes remain still to be noticed. In 1890 appeared "The State, Elements of Historical and

Practical Politics." It was evidently the result of classroom lectures, and is a very complete gathering together and condensing of material not otherwise accessible. It is a study of corporative politics following throughout the historical method. For an introductory course in the study of politics there is no better book. It shows many of the characteristics of the author; it is a concise, methodical summary, and clear exposition of the government of the Greek cities, of Rome, of the Teutonic feudal ages, of Germany, France, Switzerland, Austria-Hungary, Norway-Sweden, England, and the United States. The only Teutonic country of importance omitted, singularly enough, is the Netherlands. These several expositions of specific instances of laws and government are preceded by introductory chapters on the probable origin of government and its probable early development. Historic government in Europe begins with the patriarchal State of Homer as depicted in the *Iliad* and *Odyssey*, and the evolution is carried from that point down to the forms of the present day. The concluding chapters constitute a concise discussion of the principles underlying the nature, form, functions and ends of government and law. One of the most valuable features—and it is a characteristic sign of modern educational methods—is the excellent bibliography and full list of authorities cited. The limitations of a book of this nature can readily be seen; necessarily, in special cases, many details must be omitted within the limits of a volume of less than 700 pages. The encyclopædic nature of the work is in obvious imitation of German models. In fact, it is based in large part upon such a general compilation under the editorship of a German scholar, all of which is distinctly avowed in the preface. It is a book consequently, where not the brilliant, so much as the solid, qualities of the author, best shine forth; a clear, concise exposition of facts and principles over which each one of us may at some time have puzzled. It is just what it was intended to be, a useful compendium for students of government and of corporative law.

It remains to say a few words of his volume on "American History." It is really his only work in the province of pure history as contrasted with the study of government and institutions, where Mr. Wilson's peculiar strength has thus far been recognized.

Two series of volumes on periods in American history have been lately published, the one by Longman's, Green & Company, and the other by the Scribner's, the latter of which is not yet complete. Professor Albert Bushnell Hart is the editor of the former. It is a series of three small volumes treating consecutively of the development and history of the United States. The first volume, on the Colonial Period, was handed over to Mr. Reuben Goldthwaites, the efficient Secretary of the Wisconsin Historical Society. The second volume on the formation of the Government, bringing the history down to 1829, was treated by Professor Hart himself. The last division, the period from 1829 to 1889, the thirty years before the outbreak of the War and the thirty years since, was written by Woodrow Wilson.

One is hardly wrong in making the assertion that this book, however small and concise and modest, is unique. This is simply to say that it reflects the peculiar influences and training and position of Mr. Wilson among American scholars. That he can find audiences wherever he lectures is proof of his popularity. That he has had the special training he has undergone and has risen, step by step, in his profession until he has achieved the position he occupies, is proof of his scholarship. That he is at Princeton is, perhaps, again fortunate — Princeton, in New Jersey, half way in the Middle States, between the extremes of the New England school of politics and history on the one hand, and the Virginian and Carolinian on the other. This fact is demonstrable, also, in the work of other professors of History at Princeton. It came out in Alexander Johnston, even though his Connecticut leaning was at times obvious. It is most apparent in the recent volume on "The French War and the Revolution," by Professor William M.

Sloane, who is writing the *Century's* life of Napoleon. It is a relief to read in the work of these catholic minded scholars that not South Carolina alone, not Virginia alone, not New York alone, nor Pennsylvania alone, not Massachusetts and New England alone, founded this great union of States, but that each and all, and particularly every race element in it, performed its share in preparing the secure foundations for the structure.

But Mr. Wilson's attitude is still further unique. He is perhaps the only man endowed with his natural qualities and habits of mind and fortunate in the rigid scientific nature of his training, who holds an undisputed position in scholarship and letters, and has had his wide opportunities of personal acquaintance with different sections of country and different peoples. He was born by an accident, we may say, in Virginia. He lived in the South as a boy during the War. He grew up under the actual presence of Southern reconstruction. He was educated at a college the centennial year, 1876. Its methods of work proved north of Mason & Dixon's line with markedly conservative tendencies. He was a law student at an institution where the flower of Southern youth of his age are wont to go — an institution which had represented in its walls the ripest and richest fruit of every State and section and thought of the South. His leading instructor here was a large-minded, high-souled, Virginian gentleman, who always maintained to his classes that secession was unconstitutional and never justifiable, and that the Madisonian exposition of the Constitution was the golden mean. He was later a student in a university situated in the heart of the nation as between North and South, and only forty miles from the capital of the common country. Here his guide was a liberal New England scholar, an investigator who was fresh from the training and the inspiration of the German universities. Finally, he has been teaching now for ten years in three different representative institutions in the Middle and New England States.

From all these varied sources, Woodward Wilson has drunk and drawn inspiration and help. Possessing, as a natural gift, soberness of thought and clearness and precision of judgment, bringing a fresh, clear mind to a vexed subject, acquainted with the peoples of both North and South personally and professionally through his life and relations, he was able to write a book, modest in its proportions, yet of singular breadth and scope in its grasp. In such a work, proceeding from such a source, the Southern question for the first time could be treated with sympathetic understanding. His predecessor, Alexander Johnston, had honestly endeavored to do justice to every section as far as was consistent with his views of truth, but sometimes failed from unconscious ignorance of the real points of view. Mr. Wilson knew them, understood them, and yet was never afraid to speak out and criticise them. It is in this that his position among the scientific writers of American history is absolutely unique.

His volume bears the distinctive title: "Division and Reunion, 1829-1889." It differs, naturally, from Professor Hart's book, which immediately preceded it. The main difference, in spirit and temper, may be stated in a nutshell. Professor Hart tends to accept the present view of the Constitution, now in the logic of events universally adopted, as necessarily the correct view in 1789 or 1829, or in any other decade. Mr. Wilson is the truer evolutionist in his methods. He accepts the fact that there were distinct and very diverse views in 1799. He perceives the fact that men conscientiously differed in their interpretation of the instrument that they were voting in common to ratify. He then allows one idea to develop, tracing it in every step it takes. Finally, he shows how, by the accession of new territory, the creation of new States, the accentuation of new needs, the development of new life, one idea and conception had gained an ascendancy and validity in 1859 that it did not possess in 1789, while a whole section, owing to the peculiar conditions of life, still maintained, as they had per

sistently maintained in every decade, the same old views of 1789. It was as clear and certain in the evolution of ideas and facts as anything in history that the one had to contend with the other for its existence. Nor was it less certain in the same evolution that the views of the majority must prevail.

It is a striking booklet. It deals systematically, even tenderly, with views that the unerring logic of events, as the author recognizes, had committed to self-destruction. It is in this insight, this inborn clearness of vision and appreciation of facts, apart from the working out of theories in our government, that Mr. Wilson's characteristic qualities are best seen. Again, if there is any one distinctive quality of his temper with which one could fittest image forth the spirit of his work, it is found in the word "Americanism." Mr. Wilson is one of our truest "American" writers and scholars.

He is still young, under forty. His first book was published in 1885, and he has been before the public for ten years. He is reaching a constantly widening circle. The conditions of his life are known, and this honest, rigid, unswerving, fearless pursuit of truth is recognized. What he writes is reckoned as a factor, even by those who deny his premises and reject his conclusions. Doubtless, he feels himself that he has but begun his life-work in the field of American history and government. Attention has been called both to his life and to his work in these pages, as much through belief in his promise as from recognition of his achievement.

"X."